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ABSTRACT

Highlighting typical days in a variety of whole-language classrooms, this book describes learners of all ages, beginning with a home day-care setting through preschool programs and elementary classrooms to a junior high and high school. The book also describes a special education site and an English-as-a-Second Language classroom, and concludes in a laboratory school staffed by graduate students in a university reading methods course. Teachers' descriptions of typical classrooms and their personal reflections presented in the book encourage readers to take a reflective stance and consider the beliefs that underpin their practice. Chapters in the book are: (1) "Literacy Learning in a Home Day-Care Setting" (David J. Whitin and Phyllis E. Whitin); (2) "A Natural Curriculum" (Jean Ann Clyde); (3) "Teachers and Children: Partners in Learning" (Heidi Mills); (4) "A Day with Dinosaurs" (Timothy O'Keefe); (5) "Supporting Literacy Development: On the First Day in First Grade and throughout the Year" (Vera E. Milz); (6) "Teachers and Students as Decision Makers: Creating a Classroom for Authors" (Gloria Kaufmann and Kathy G. Short); (7) "Mind Games: Discovering Poetry through Art" (Margaret Grant); (8) "Making Learning Real for Intermediate Kids" (Eric Stone); (9) "Units of Study in an Intermediate-Grade Classroom" (Thom Wendt); (10) "Learning together in the Resource Room" (Patricia Tefft Cousin and Alane Lancaster); (11) "Whole Language and the ESL Classroom" (Lia Ridley); (12) "Language Learning through Family History" (Phyllis E. Whitin); (13) "Learning on the Job: Whole Language in a Middle School Remedial Program" (Betty Ann Slesinger); (14) "'I Have Never Read Five Books before in My Life': Reading and Writing Naturally in High School" (Donelle Blubaugh); (15) "We Call It Good Teaching" (Diane Stephens and others); and (16) "Whole Language: Starting New Conversations" (John McInerney and Jerome C. Harste). (RS)